



## Application pack

### Head of Mathematics – full time

I am delighted to provide an application pack for the role of Head of Mathematics at Guildford High School.

Founded in 1888 and located in Guildford, Surrey, Guildford High School is an academically selective day school for girls aged 4-18. Girls learn how to learn, how to think creatively and how to take responsibility for their work.

Our staff are integral to delivering high quality education to the girls in our care, inspiring them to think and learn creatively. Guildford High provides a highly stimulating and collaborative working environment and we seek to recruit and retain dynamic and inspirational teaching and non-teaching staff that share in our vision and commitment.

I would encourage you to visit our website or view our latest film to find out more about our school:

<http://www.guildfordhigh.surrey.sch.uk/> and <https://www.youtube.com/watch?v=eGqp3WRcEcg>

Please ensure that you return your completed application form, applicant monitoring form and confidential disclosure to me via email: [human.resources@guildfordhigh.co.uk](mailto:human.resources@guildfordhigh.co.uk) no later than 9.00am on Wednesday 14<sup>th</sup> November 2018.

Unless you stipulate otherwise, we retain all applications for up to six months.

If you have a disability that requires any specific requirements, please let me know when applying so that I can make the necessary arrangements.

May I take this opportunity to thank you for the interest that you have shown in employment at Guildford High School and for the investment of your time in this process. Please do not hesitate to contact me, or my colleague Maria Drew, on 01483 543 862 if either of us can be of further assistance.

I look forward to hearing from you.

Yours sincerely

Susie Mooney  
HR Manager

Headmistress: Fiona Boulton BSc (Hons), MA



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# **Guildford High School - Job Description**

## **Head of Mathematics**

**Full time to commence September 2019**

### **Mathematics Department**

There are either five or six sets in each of the year groups 7 to 11, although Year 7 is mixed ability for the first half term. All sets follow the same scheme of work in years 7 – 11 to allow appropriate movement between sets, if deemed necessary. Years 10 and 11 follow the Edexcel IGCSE course; all sitting the Higher Tier in Year 11. In addition, set 1 and 2 in Year 11 take the OCR FSMQ Additional Mathematics. Top sets are generally larger with up to 26 students, with smaller lower sets.

In the Sixth form students can study either an Advanced Subsidiary GCE in Mathematics or Advanced GCE in Mathematics. An Advanced GCE in Further Mathematics can also be studied in the Sixth form. Currently, more than 100 girls study Mathematics including a significant number taking Further Mathematics. In recent years a number of girls have gone on to read Mathematics or Mathematical related degrees at University.

The department comprises eight full-time and four part-time members of staff. There is a strong team spirit, which helps to engender a positive and supportive atmosphere for both colleagues and pupils. The excellent uptake of Mathematics by the Sixth Form results in many opportunities to teach Pure Mathematics, Statistics and Mechanics to A Level standard. In-service courses and internal support are provided for staff extending their expertise into areas that are new to them.

All classrooms are all fitted with Interactive Whiteboards which run on the software package ACTIVinspire. Pupils all have iPads and apps which are used in the Maths department include Desmos, Geometer's Sketchpad and Hegarty's Maths. Pupils from Years 7 to 9 have access through Kerboodle to the digital book, STP Mathematics and in Years 10 and 11, pupils have access to the digital text book CGP Mathematics for GCSE and IGCSE. In each of the Mathematics teaching rooms there are a variety of other text books which can be used in lessons, including Longman Mathematics for IGCSE Books 1 and 2. In addition to the text books we have a wide range of other resources, including worksheets and flipchart pages.

The department runs lunchtime clubs and Maths Workshops. We also take part in the local Inter-school Mathematics competition as well as the UKMT Maths Challenges, the UKMT Team Maths Challenges and FSMP challenges. In Years 8 to 11, the most gifted mathematicians are invited to join an enrichment group for their year groups which meet weekly throughout the school year.

## **Head of Department Responsibilities**

Guildford High values the highest level of professionalism in its heads of department. It is expected that all HoDs will display a high level of knowledge and understanding of their subject area and communicate this enthusiastically. Heads of department should have high expectations of the members of their department and the students being taught within the department. It is the responsibility of the HoD to ensure that pupils being taught within the department encounter a stimulating and positive learning environment. HoDs should inspire confidence and trust.

Specific responsibilities include:

### **Managing Pupil Learning and Achievement**

- Ensure that lessons within your department are innovative, relevant and exciting through departmental preparation and planning and through regular lesson observation programme (form available on intranet).
- Keeping abreast of current thinking and development in the subject area.
- Ensuring all members of the department are teaching to the schemes of work and the examination specifications.
- Making sure that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Ensure teaching is enhanced through a range of relevant resources and ensuring that resources are shared amongst staff via the shared area.
- Monitoring pupil data to ensure that teaching and learning is tailored appropriately to the ability of each pupil and to identify trends.

### **Leading and Developing Colleagues**

- Providing vision and leadership for the department.
- Creating an effective team where members of your department feel supported and appropriately challenged.
- Facilitating a regular exchange of ideas within your department e.g. reading groups, clubs, trips.
- Carrying out regular lesson observation of departmental colleagues. Around three periods per half of term should be devoted to observation and an observation should last for approximately 20 minutes (i.e. six observations per half), though it is unlikely to be necessary to observe any colleague more than once per half of term.
- Ensuring that members of the department get an appropriate range of experience within the department.
- Ensuring communication is good within the department and across departments, the Library and the Junior School.
- Acting as an appraiser, where appropriate and being aware of members of the department's INSET targets and directing them where necessary.

### **Proactive Observation Schedule of New Colleagues**

- Monitor the progress of new colleagues proactively to ensure that lessons are of a high standard.
- Check lesson plans until they are happy that the quality of teaching meets Guildford High standards.
- In the case of NQT and ITT teachers, they must work closely with the New Staff Mentor who also oversees the provision for NQTs and with the Senior Teacher (Staff Development) who oversees ITT provision.

### **Organisational and Financial Awareness**

- Submitting an annual departmental budget to the Headmistress.
- Controlling departmental spending through the year to remain on budget.
- Ensuring the department is effectively resourced.

- Controlling the departmental INSET budget in conjunction with the Senior Teacher (Staff Development).

#### **Contribution to Pastoral, Extra-Curricular and School Objectives**

- Ensuring the department offers an appropriate range of dynamic curriculum enrichment and extra-curricular activities for pupils.
- Ensuring students are nurtured and supported by you and all members of your department.

#### **Administration**

- Ensuring sixth form scholarship, internal examination and mock examination papers are prepared and marked.
- Ensuring coursework management and moderation takes place and an internal review system is in place, involving an external reviewer if necessary.
- Ensuring schemes of work are up to date and relevant.
- Undertaking the biannual subject curriculum review with the Headmistress and the Deputy Head (Academic).
- Completing the departmental page of the School Development Plan.
- Leading and chairing departmental meetings and ensuring that minutes are produced.
- Co-ordinating internal assessment and ensuring that marks are stored in the departmental shared area.
- Co-ordinating support staff where necessary.
- Attending HoDs meetings.

#### **Health and Safety**

- Ensuring that Health and Safety requirements of the school are adhered to.
- Co-ordinating the department to ensure that departmental areas provide a stimulating environment for teaching.
- Signing off on risk assessments produced by members of the department.

This job description is not intended to be all-inclusive and the post holder may perform other duties reasonably required by the Headmistress.

# **Guildford High School – Person Specification**

## **Head of Mathematics**

Applicants will need to already hold the right to work in the UK and, if short-listed, be able to attend an interview at the school.

<b>Specification</b>	<b>Essential</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A record of good academic achievement including a directly relevant honours degree (2.i or above)</li><li>• PGCE/QTS</li><li>• Excellent oral and written English</li><li>• Excellent mathematician able to teach Mathematics to A level</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• High levels of personal and professional integrity</li><li>• Commitment to academic excellence</li><li>• High degrees of self-confidence, personal energy and dynamism</li><li>• Personal warmth, good rapport with pupils, colleagues and parents</li><li>• Excellent organisational skills</li><li>• Appropriate levels of personal presentation</li><li>• Confident use of ICT</li></ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"><li>• Excellent knowledge of the relevant curriculum</li><li>• Evidence of creative and innovative approach to teaching and learning including the appropriate use of ICT, including iPads</li><li>• Commitment to improving, monitoring and evaluating teaching and learning</li><li>• Excellent organisational skills to maintain a safe practical environment</li></ul>
<b>Philosophy and Ethos</b>	<ul style="list-style-type: none"><li>• A commitment to safeguarding and promoting the welfare of children and young people</li><li>• Be willing to contribute to our busy extra-curricular programme of activities involving trips and clubs</li><li>• High expectations for pupil attainment, personal development and conduct</li><li>• Commitment to best practice in pastoral support and student welfare</li></ul>

## **Guildford High School – Terms and Conditions**

### **Contract type**

Permanent, full time contract

### **Salary**

United Learning offers a competitive salary

### **Start date**

1<sup>st</sup> September 2019

### **Benefits**

A range of benefits are offered including discounted cinema tickets, retail discounts, staff development, contributory pension scheme, cycle to work scheme, childcare vouchers, car lease scheme, discounted gym memberships, health and dental plans.

## **Guildford High School – How to apply**

A completed application form, applicant monitoring form and confidential disclosure for the attention of Mrs Susie Mooney, HR Manager, to [human.resources@guildfordhigh.co.uk](mailto:human.resources@guildfordhigh.co.uk)

Applications will be reviewed as they are received, and the school reserves the right to call in candidates for interview prior to the closing date; early applications are therefore encouraged. In any event, applicants selected for interview will be informed within 10 days of the closing date for application. We do endeavour to respond to all applications; however, applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful.

Short-listed candidates will need to bring proof of their qualifications and their right to work in the UK to interview and be aware that references will be requested prior to interview.

Closing date: 9.00am on Wednesday 14<sup>th</sup> November 2018.

# Guidance for Applicants

## Privacy Notice

We will use the information that you provide during the course of application and any selection process that we may invite you to participate in, for the purposes of recruitment and selection. Any information provided may be stored or processed in electronic or paper form. If you become a United Learning employee, the information will be used for the purposes of carrying out United Learnings personnel functions and complying with its legal obligations. If I do not become an employee, the information will be retained by the school for up to 12 months, and then securely destroyed.

Further details may be obtained in the Guildford High School Applicant Data Protection Policy, a copy of which is held on our website or available from the HR department, [Human.Resources@guildfordhigh.co.uk](mailto:Human.Resources@guildfordhigh.co.uk)

## Application form

The application form, as opposed to curriculum vitae (CV), is used to ensure that information is presented in a standardised format and that only the details that we require are provided. This ensures that all applicants are treated fairly and equally.

As the information contained on the form is used during the selection process, it is essential that you complete all sections as fully as possible. If there is not enough space provided on the form, please continue on a separate sheet of paper rather than attaching a CV. On each additional sheet that you use, please write your name and the post applied for, together with the section that you are answering.

- Please complete this form in typescript.
- If any section does not apply to you, please write N/A.

The following notes are intended to assist you with the completion of the application form:

## Current Employment

This section requests the details of your current employment. You should:

- Provide a brief description of the duties and responsibilities held during this employment.
- Include any duties that you consider to be of particular relevance to the position for which you are applying.
- Provide the name and address of your present employer.
- Provide details of your current salary or rate of pay.
- Indicate how much notice you are required to give to your current employer.
- If you are not currently employed, please mark the section N/A.
- Account for any gaps in your employment.

## Employment History

- Provide details of all previous employment, including that of a voluntary nature. The information should be provided in date order, starting with the most recent and working back.
- Include the dates of employment, a brief summary of your responsibilities in the role, your final salary and reason for leaving. Please do not include details of your current employment in this section.
- If you have any gaps in your employment history, please provide the dates and a brief explanation.
- The school may contact any previous employer in order to confirm the employment history.

## Education

Provide details of the secondary school(s) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.

## Further Education

- Provide details of the college(s) or university(ies) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.
- Please attach photocopies of documentary evidence of your qualifications.

## Professional and Vocational Qualifications

- Provide details of technical, professional and occupational training.
- Provide details of relevant training, apprenticeships, articles, evening, full-time day or day release courses, correspondence courses or company courses.
- Please attach photocopies of documentary evidence of your training or qualifications.

## Personal Statement

Use this section to provide relevant information about yourself and how you meet the criteria detailed in the person specification for the role.

## Referees

- Please provide the details of two people who may be approached for a reference.
- If you are employed, one referee must be connected to your current employer i.e. your line manager.
- Where you have previously worked with children but are not currently doing so, please provide reference details in respect of the last employer for whom you worked with children.
- If you are a college or school leaver, please give details of a teacher or tutor.
- A suitable second referee would be a previous employer, business associate or leader/organiser of a voluntary organisation. Personal referees, such as friends, family or those with whom you have any other significant relationship, are not suitable.
- Please note that references are sought prior to interview.

## Personal Relationships

Please provide the name and position of any relative, friend or acquaintance employed or associated with United Learning, or if you have daughter at the school.

## Declaration

Please ensure that you read this statement and that you sign and date the application.

## Applicant Monitoring Form

Please complete this form to facilitate applicant monitoring. This form will be removed from your application form as soon as we receive it and will not be used as part of the selection process. If you have a disability that requires any specific requirements, please let me know when applying so that I can make the necessary arrangements.

## Confidential Disclosure

By virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, Section 4(2) of the Rehabilitation of Offenders Act does not apply to this application as the post involves substantial opportunity of access to children. This means that you may not withhold information about previous convictions, cautions, reprimands bind-overs or warnings on the grounds that it is otherwise 'spent'.

All criminal convictions must be declared. Failure to do so may result in your application being disqualified or, if discovered after appointment, may be regarded as grounds for dismissal. If you wish, you may submit information in a sealed envelope, marked for the confidential attention of the Head Teacher of the School to which you are applying.





## Safeguarding

Guildford High School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment.

Successful applicants will be subject to child protection screening appropriate to the post including an enhanced disclosure through the Disclosure and Barring Service (DBS) and checks with previous employers

### United Learning Child Protection Statement

United Learning is fully committed to the safeguarding of children – ensuring the well-being of the child is paramount. For pupils to feel that they are able to do their best and achieve their true potential, it is important that they feel safe and supported in the school environment.

Everyone working within our schools and academies, whatever their role, is acutely aware that issues to do with the protection of children are of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their well-being.

In relation to safeguarding, United Learning aims to ‘prevent’, ‘protect’ and ‘support’ all its pupils by addressing child protection in the curriculum, pastoral activities and in the management of the school, and by empowering and enabling staff to be vigilant for vulnerable students through training and information dissemination.

### Policies and Procedures

All United Learning schools have policies which deal with safeguarding, child protection and safer recruitment, which are in accordance with the relevant local authority procedures and which comply with the DFE’s safeguarding children and safer recruitment statutory guidance. The individual school policies are available via each school’s website or by contacting the school directly.



## Equal Opportunities Statement

United Church Schools Trust and United Learning Trust ("United Learning") have an Equal Opportunities Policy, which has been agreed by United Learning Trust's recognised trade unions.

Below is United Learning's Equal Opportunities Statement. If you would like to see the complete Policy, it can be accessed on The Hub or by contacting your school.

**To ensure that United Learning develops and maintains a working environment in which each individual has complete equality of opportunities.**

**To ensure that individuals do not suffer discrimination directly or indirectly as a result of their employment with United Learning or deny their application for a position within United Learning.**

Yours sincerely



**Mandy Coalter**  
**Director of People**

